

AGENDA ITEM VII A

TEACHER EDUCATION INITIATIVES

REPORT ON THE BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE AND OTHER UPDATES

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STAFF COMMENTS

The Blue Ribbon Commission for Educational Excellence will hold its first meeting on October 13, 2005 in Baton Rouge, Louisiana. During 2005-06, the Blue Ribbon Commission will be given the charge of improving the formula for the Teacher Preparation Accountability System, creating an Educational Leadership Preparation Accountability System, and creating an accountability system for a new Associate of Science in Teaching Degree. The Blue Ribbon Commission is scheduled to meet on the following dates: October 13, November 10, February 9, March 9, April 13, and May 11.

On July 24-26, 2005, Regent Frances Henry, Dr. Jeanne Burns, and seven other state representatives attended the Annual State Academic Leaders K-16 Institute held by the National Association of System Heads and The Education Trust in Annapolis, Maryland. Dr. Burns made a presentation entitled "Using Student Achievement Data to Understand the Effects of Teacher Preparation Programs." Regent Henry met with the Louisiana team between sessions to plan the 2005-06 agenda for the Blue Ribbon Commission.

On August 3-5, 2005, Dr. Jeanne Burns and Dr. Nathan Roberts (University of Louisiana at Lafayette) participated in a meeting in New York, NY, held by The Wallace Foundation. Prior to the start of the meeting, Dr. Burns and five persons from other states were interviewed by *The New York Times* about educational leadership activities being implemented in their states. The interviews were filmed by the *Times* for placement on a new web page that will become available on the *Times* website during September. The purpose of the page will be to provide the public with access to current research and promising practices in the area of educational leadership.

On August 15-16, 2005, Dr. Jeanne Burns, Dr. Sally Clausen, and Glenn Lee Buquet (President of the Board of Elementary and Secondary Education) spoke on a panel at a meeting held in Washington, DC, by the National Commission on Teaching and America's Future. The panel discussion addressed efforts made by universities in Louisiana to create high quality teacher preparation programs.

On August 17-20 at the annual SHEEO Conference in Seattle, Washington, Dr. Jeanne Burns served on a panel with three persons from other states for a session entitled "Expanding the Conversation: Postsecondary Partnerships with PreK-12 Schools."

AGENDA ITEM VII B

TEACHER EDUCATION INITIATIVES

EVALUATION OF REDESIGNED INITIAL TEACHER PREPARATION PROGRAMS AND GRADUATE PROGRAMS FOR TEACHERS AND EDUCATIONAL LEADERS

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EVALUATION OF REDESIGNED INITIAL TEACHER PREPARATION PROGRAMS AND GRADUATE PROGRAMS FOR TEACHERS AND EDUCATIONAL LEADERS

BACKGROUND INFORMATION

Redesigned alternate certification programs, regular undergraduate teacher preparation programs, graduate programs for teachers, and graduate programs for educational leaders were submitted to the Board of Regents and Board of Elementary and Secondary Education during November 2001 for Cycle One Evaluations, April 2002 for Cycle Two Evaluations, September 2002 for Cycle Three Evaluations, February 2003 for Cycle Four Evaluations, March 2004 for Cycle Five Evaluations, September 2004 for Cycle Six Evaluations, and February 18, 2005 for Cycle Seven Evaluations. These programs were assessed by external evaluators, whose reports and recommendations were disseminated during January 2002, June 2002, December 2002, April 2003, April 2004, December 2004, and May 2005.

STAFF COMMENTS

During August 2005, the BoR/BESE/LAICU Program Review Committee electronically reviewed recommendations that were submitted by representatives of the Board of Regents and Louisiana Department of Education pertaining to acceptance of university responses to stipulations of the external evaluations and acceptance of additions of certification areas to already approved teacher preparation programs.

After reviewing all information, the committee determined that McNeese State University, Xavier University, and Our Lady of Holy Cross had addressed the stipulations of the external evaluators who had evaluated the redesigned programs. It was also determined that Southeastern Louisiana University had addressed all requirements for the addition of certification areas to already approved teacher preparation programs.

STAFF RECOMMENDATIONS

- 1. The staff recommends that the Academic and Student Affairs Committee grant approval of the following at Southeastern Louisiana University: Master of Arts in Teaching Degree in Elementary Education – Grades 1-5 (CIP Code: 13.1202); Master of Arts in Teaching Degree in Mild/Moderate Special Education (Grades K-12) (CIP Code: 13.1001).***

2. *The staff recommends that the Academic and Student Affairs Committee grant approval of the following at McNeese State University: Bachelor of Science Degree in Health and Physical Education – Grades K-12 (CIP Code: 13.1314).*
3. *The staff recommends that the Academic and Student Affairs Committee grant approval of the following at Xavier University: Master of Education Degree in Educational Leadership (CIP Code: 13.0401) plus Teacher Leader Endorsement.*
4. *The staff recommends that the Academic and Student Affairs Committee grant approval of the following at Our Lady of Holy Cross College: Master of Education Degree in Educational Leadership (CIP Code: 13.0401).*

AGENDA ITEM VII C

TEACHER EDUCATION INITIATIVES

UPDATE ON LOUISIANA'S VALUE-ADDED TEACHER PREPARATION PROGRAM ASSESSMENT MODEL

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TEACHER EDUCATION INITIATIVES

UPDATE ON LOUISIANA'S VALUE-ADDED TEACHER PREPARATION ASSESSMENT MODEL

BACKGROUND INFORMATION

On August 25, 2004, Dr. George Noell, a researcher in the Department of Psychology at Louisiana State University and A&M College, presented the results of a study that was conducted during 2003-2004 to test the use of a new Value-Added Teacher Preparation Program Assessment Model that had the potential to examine the growth of achievement of children and link growth in student learning to teacher preparation programs. He tested three value-added models using achievement data from ten school districts for students in grades 4 through 9.

Preliminary analysis indicates that it would be possible to use Louisiana's student achievement databases to pilot the use of an assessment model to help examine the effectiveness of teacher preparation programs in Louisiana. Dr. Noell's preliminary findings indicated that children being taught by new teachers from teacher preparation programs did not demonstrate as much growth in English/language arts as children being taught by experienced teachers. However, in the three institutions examined, new teachers in mathematics were generally similar to experienced teachers in mathematics for the graduates.

During 2004-2005, the Value-Added Teacher Preparation Program Assessment Model was piloted for a second year. The first goal of the pilot was to examine the extent to which the results would be comparable. The second goal was to examine the extent to which teacher effectiveness would be reliable from one year to the next based on the model being explored.

STAFF COMMENTS

On August 24, 2005, Dr. George Noell will present the results of the 2004-2005 study which tested the Value-Added Teacher Preparation Program Assessment Model using two years of data. In addition, Dr. Noell will discuss plans to examine the technical qualities and adequacy of the Value-Added Teacher Preparation Program Assessment Model when using data across all 68 school districts in the state during 2005-2006.

Dr. Jeanne Burns will also discuss plans for a research team (composed of researchers from four Louisiana universities) to conduct qualitative research during 2005-06 to identify how universities can use the value from Dr. Noell's study to better prepare and support new teachers for their first three years of teaching.